NEW JERSEY

**1999-2000
Guidelines and
Application**
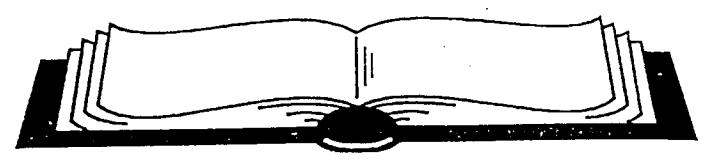
BEST

PRACTICES

Category **Bilingual Education & Diversity** (Application is limited to one category. See page 3 for details.)	
Practice Name **Latina Mentoring Program**	
Number of Schools with Practice **1** (If more than one school or district, read and complete information on page 2.)	

County	Morris
District (Proper Name)	Dover Public Schools School District
District Address	
	street/p. o. box **100 Grace Street**
	city **Dover, NJ** **07801** zip code
District Telephone	**973-989-2000** Fax **973-989-1662** Email http://www.dover-r org/dms,
Chief School Administrator	Margaret A. Fischer, Superintendent _will call back._
Nominated School #1 (Proper Name) School Address	Dover Middle School
	street/p. o. box **302 E. McFarlan Street**
	city **Dover, NJ** **07801** zip code
School Telephone	973-989-2040 Fax 973-361-2117 Email http://www.dover-nj. org/dms/
School Principal	Charles P. DeLorenzo
Program Developer(s)	Noreen Drucker, Martha Krall
Chief School Administrator's or Charter School Lead Person's Signature	Margaret A. Fischer

NEW JERSEY STATE DEPARTMENT OF EDUCATION

Sent for invitation 6/1

Application Requirements:

♦ RESPONSES to the information and the statements below must be ANONYMOUS. No reference should be made to the names of the district or the school(s). Use the words "the school" or "the schools" in referring to the applicant in responding to the statements.

♦ USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable) and 4 and THE NUMBER OF LINES SPECIFIED FOR RESPONSES to the statements. Do not include any additional materials, as they will not be reviewed in the selection process.

♦ Application must be keyboarded on 8 ½" x 11" white paper, portrait format. Ten-point or larger computer font or twelve-pitch or larger typewriter font must be used. (This sentence is in ten-point.)

♦ KEYBOARDED RESPONSES to the statements below must be no more than a total of three pages. Keyboard the statement followed by the response. Format your response to the number of lines specified.

♦ The information on page 4 and the keyboarded responses to statements must be printed or copied on one side of the page. The information on pages 1 and 2 (if applicable) must be printed or copied on one side of the page. Staple pages 1 and 2 (if applicable) and 4 and the keyboarded responses together.

♦ The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.

♦ The original and seven copies of the application must be submitted to the county superintendent of schools by November 22, 1999, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

♦ FAILURE TO COMPLY WITH THE PROCEDURES FOR SUBMISSION OF THE APPLICATION MAY RESULT IN THE ELIMINATION OF THE APPLICATION.

The following data is required to assist the panelists in the evaluation of the application:

Type of School	Grade Levels	
___ Elementary School		Practice Name___ Latina Mentoring Program
_X_ Middle School	7 & 8	
___ Junior High School		Number of Schools with Practice ___
___ High School		Number of Districts with Practice ___
___ Other: ___		

Check the ONE CATEGORY into which the practice best fits.

- ___ Arts (Visual and Performing Arts)
- ___ Assessment/Evaluation
- _✓_ Bilingual Education and Diversity
- ___ Citizenship/Character Education
- ___ Early Childhood Education Programs
- ___ Educational Support/Guidance and Counseling Programs (services contributing to high student achievement)
- ___ Educational Technology
- ___ Health and Physical Education
- ___ Language Arts Literacy
- ___ Mathematics
- ___ Professional Development
- ___ Public Engagement (family involvement and partnerships with business, community and/or higher education)
- ___ Safe Learning Environment
- ___ School-to-Careers/Workplace Readiness
- ___ Science
- ___ Social Studies
- ___ Special Education
- ___ World Languages

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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated. (Maximum of 50 lines for response)

2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards** addressed by the practice and describe how the practice addresses the standard(s). (Maximum of 50 lines for response)

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. (Maximum of 60 lines for response)

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's website at http://www.state.nj.us/education.

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1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement, and how it can be replicated.

The Latina Mentoring Program

The Latina Mentoring Program, a specially designed scouting program that takes place in Spanish during the school day, provides mentoring and role models for middle school students who are young Latina women recently arrived in the US.

Every other week, these at-risk students spend the last hour of the school day with Spanish-speaking Girl Scout leaders. The meetings include team-building exercises, group discussions about ethics, choices, consequences and responsibility. While these activities take place, the students form very special relationships with the leaders, women who can guide them in Spanish through the quintessential US experience of scouting, and can also understand the unique problems of the young immigrant because they have experienced them, too.

Objectives of the program are:

1. To achieve a demonstrable improvement in grades
2. To achieve a quantifiable decline in the need for disciplinary action
3. To establish a firm bond with parents of this at-risk population
4. To develop an appreciation for potential careers

The practice is innovative. It builds on historically successful concepts such as scouting, but does so in a way that has not existed before. Creating a partnership with parents, and conducting the meetings in Spanish during the school day contribute to the innovative nature of this program.

The program leverages these social factors and tactics to help the students focus on improving their academic achievement and developing more control of their own behavior. Developing respect for the role model leaders helps the students to set their own sights high. Because the program links academic success to the concept of success in life, students are encouraged to bring their grades up and improve their conduct.

The program can be replicated. The components necessary to the program are flexibility in the school schedule to allow for the twice-monthly meeting, a dynamic partnership between the school and the Girl Scouts, and role model mentor-leaders who share the same background and language as the students. At least one other school has expressed interest in the program and is beginning to plan its own.

2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum including the Cross-Content Workplace Readiness Standards* addressed by the practice and describe how the practice addresses the standards.

Three years ago, seventh and eighth grade girls, newly arrived in the US, were experiencing difficulty adjusting to their new environment. The difficulty appeared to be greater than in previous years. The teacher in the school's bilingual program observed the following problems:

1. More serious academic underachievement
2. Increased need for discipline, ranging from teacher detentions to administrative intervention
3. Limited understanding of job opportunities
4. Lack of family understanding of, and support for, school programs

The students for whom the program was designed are part of a bilingual program that provides academic classes in Spanish, as well as classes in English as a Second Language. Their educational needs cross all content areas. The original group was identified as at-risk because of a high incidence of disciplinary action, and because of grades that showed underachievement and disengagement across the curriculum. These students showed little interest in school and less interest in their future lives.

The intersection of these two areas, school and future lives, indicated that the Cross-Content Workplace Readiness Standards should help shape the development of the program.

Specific to the program are:

Cross-Content Workplace Readiness Standard 1
  → All students will develop career planning and workplace readiness skills

Cross-Content Workplace Readiness Standard 3
  → All students will use critical thinking, decision-making, and problem-solving skills

Cross-Content Workplace Readiness Standard 4
  → All students will demonstrate self-management skills

These standards are addressed in the program in the following ways:

Cross-Content Workplace Readiness Standard 1
  → All students will develop career planning and workplace readiness skills
  - Students are introduced to career opportunities in the US through visits to local employers
  - Students are introduced to organization and administration skills through visits to the local soup kitchen

Cross-Content Workplace Readiness Standard 3
  → All students will use critical thinking, decision-making, and problem-solving skills
  - Students take part in team building exercises such as "The Amazon River," which requires critical thinking, decision-making, and problem-solving, combined with teamwork, trust and reliability.
  - Students take part in challenge courses in which they must apply critical thinking and problem-solving skills to the problem of completing the course.

Cross-Content Workplace Readiness Standard 4
  → All students will demonstrate self-management skills
  - Students take part in conflict resolution exercises, in which controlling and directing their own behavior is necessary to success.
  - Students take part in group discussions on taking responsibility for their own actions.

3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.

Objective

1. To achieve a demonstrable improvement in grades
   Assessment:
   - Over the three years of the program, student grades have improved an average of 10%

Objective

2. To achieve a quantifiable decline in the need for disciplinary action
   Assessment:
   - Over the three years of the program, the need for preliminary disciplinary action declined by An average of some 15%.
   - Over the three years of the program, the need for crisis-level disciplinary action declined by 60%.

Objective

3. To establish a firm bond with parents of this at-risk population
   Assessment:
   - Over the three years of the program, each family has been visited at home at least once
   - Parents of this at-risk group are entertained at a special reception prior to graduation

Objective

4. To develop an appreciation for potential careers
   Assessment:
   - Students have visited local employers to learn about a variety of careers
   - Students have visited local community service organizations to understand
     - how to manage and administer a program
     - how to perform food service operations

The term, "Demonstrably Effective Programs (DEP)," refers to programs that are research-based and identified by most experts as instrumental in helping address many of the problems confronted by students from low-income backgrounds. These programs, however, can be applied to all students regardless of socio-economic background.

The New Jersey Department of Education has revised the Best Practices application to include submissions for model Early Childhood Education Programs as a distinct category. The other DEPs are subsumed under the other 17 Best Practices categories. Please use the guide below to assist you.

Applications in the following areas should be submitted under one of the existing Best Practices categories.

* Increasing collaboration on learning
* Providing instruction based on individual student needs, strengths and interests
* Implementing school-based management/shared decision making
* Implementing school choice by utilizing optional school designs
* Increasing school time for meaningful learning
* Reducing class size
* Training institutes to improve homework response
* Telephone tutorial programs
* Teleconference and video tutoring programs
* ESPA/GEPA/HSPA before school/after school preparation programs
* Involving parents/families in their children's education
* Developing school/community/business partnerships
* Developing school/college partnerships
* Developing meaningful and challenging curricula for all students
* Aligning instruction with performance-based levels of achievement
* Raising staff expectations for student learning
* Integrating technology into instruction
* Providing integrated human services to support student success
* Providing professional development opportunities
* Parent education programs
* Job training programs

Special Note: The following DEPs are comprehensive improvement/whole-school reform models and consequently, do not qualify for consideration in any of the Best Practices categories. Schools which have implemented one of these models should submit a Star Schools application.

* Success for All/Roots and Wings
* Accelerated Schools
* Coalition of Essential Schools
* Comer School Development Program
* Alternative Schools
* Community Schools